

Career and Technical Education

Proposal Summary

For secondary CTE programs, Superintendent Bergeson proposes that funding be provided for CTE students in grades 7 through 12. A richer staffing ratio of 1:18.5 compared to the current ratio of 1:19.5 would be provided with a “use it or lose it” provision for certificated administrative staff (CAS) who have an oversight role of CTE programs. The NERC allocation would include equipment replacement in the instructional materials allocation and add a Student Leadership Organization allocation. Finally, the Superintendent proposes that funding be provided for summer school math, science, and technology courses and the High demand program grant total should be adjusted to the demand in the field. See table below.

Current	Proposed
Serve students 9-12	Serve students 7-12
Staffing ratio of 1 (.92 CIS/.08 CAS):19.5	<ul style="list-style-type: none"> • Staffing ratio of 1:18.5 • Use it or lose it provision for CAS allocation
NERC of \$23,381/CIS	<ul style="list-style-type: none"> • NERC categories following basic education model; \$1,383/FTE • Vocational equipment allocation; \$683/FTE • Equipment replacement allocation; \$75/FTE • Student Leadership Organization allocation; \$50/FTE • Total: \$2,191/FTE
Equipment replacement of \$75/student	Include in NERC allocation
No summer school funding	Summer School for CTE rich in math, science, and technology
High demand program grants; \$1.7 million	Grant amount adjusted to demand

The funding proposal for Skills Centers would continue the current certificated instructional (CIS)/CAS staffing ratio of 1:16.67. The NERC allocation would match the secondary CTE allocation. This proposal also provides guidance counselors and pupil support at the Skills Centers at the same allocation provided to basic education. Also, in order to meet the demand of the English Language Learners, those programs involved in the I-BEST program would be provided an additional CIS person for every 25 English language learners. Finally, the Superintendent proposes that the High demand program grant total should be adjusted to the demand in the field. See next page.

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Current	Proposed
Staffing ratio of 1 (.92 CIS/.08 CAS):16.67	Use it or lose it provision for CAS allocation
NERC of \$18,489/CIS	<ul style="list-style-type: none"> • Match Secondary CTE allocation of \$2,191
Equipment replacement of \$125/student	Include in NERC allocation
No allocation for guidance counselors and pupil support	Same allocation as basic education proposal
Grant dollars to start I-BEST programs in 5 skills centers	Change staffing ratio to additional 1:25 English Language Learners for those classes involved in I-BEST
Extended Day/Barrier Reduction --Maximum of \$485,000 each fiscal year may be expended to provide skills training for secondary students enrolled in extended day school-to-work programs. \$500 per student FTE (SHB 1128)	No change
Summer school funding	No change
High demand program grants; \$1.7 million	Grant amount adjusted to demand

Historical Funding and Practice in Washington

State Funding

In 1919, the Legislature established a vocational program and provided additional funding for vocational education classes via a weighted pupil formula. When the Legislature passed the Basic Education Act, they included vocational education as part of their definition of basic education. In the 1979-80 school year, the state provided a staffing ratio of one instructor for every 16.67 vocational education students (1:16.67) and an allocation of \$6,893 per instructor to cover non-employee related costs (NERCs), such as equipment, supplies, utilities, etc. This same school year, the state provided a staffing ratio of one instructor for every 20 regular education students (1:20) and an allocation of \$3,910 per instructor to cover NERCs. Currently, districts receive funding for a staffing ratio of 1:19.5, a NERC allocation of \$23,831, and equipment replacement funding of \$75 per student for their secondary education programs in high schools. Skills centers received funding for a staffing ratio of 1:16.67, a NERC allocation of \$18,489, and equipment replacement funding of \$125 per student.

The 2007 Legislature passed legislation that provides funding for a skills center student to count for up to 1.6 of a full-time equivalent (FTE) student. In addition, now all skills centers receive Initiative 728 money for the number of FTE students that attend through an agreement with their sponsoring district.

The 2008 Legislature made numerous programmatic changes to the CTE program. These changes provide a roadmap of how to improve CTE in the future and fall into three categories: Quality, rigor and links to postsecondary education; Academic instruction through CTE; and Expanding access and awareness. For more specific information on these important changes, please refer to 2SSB 6377.

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Federal Funding

The Perkins Act, reauthorized in 2004, provides over \$1 billion to states for career and technical education programs. For 2008-09, Washington will receive \$24 million. OSPI will receive \$9.5 million and the agency uses \$1.2 million for administration, oversight and leadership. Then, \$8.3 million is allocated in the form of grants to high needs districts via a formula based on the free and reduced price lunch percentage. The remainder of the federal funds is allocated to the State Board of Community and Technical Colleges (\$13.6 million) and the Workforce Training and Education Coordinating Board (\$0.6 million).

Prior Finance Study Recommendation

Picus/Odden for WA Learns, 2006	Weight CTE students by about 0.3 and divide by a high school class size of 25 to produce additional teacher resources; \$7,000 for every vocational education teacher for equipment purchase, update and replacement
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